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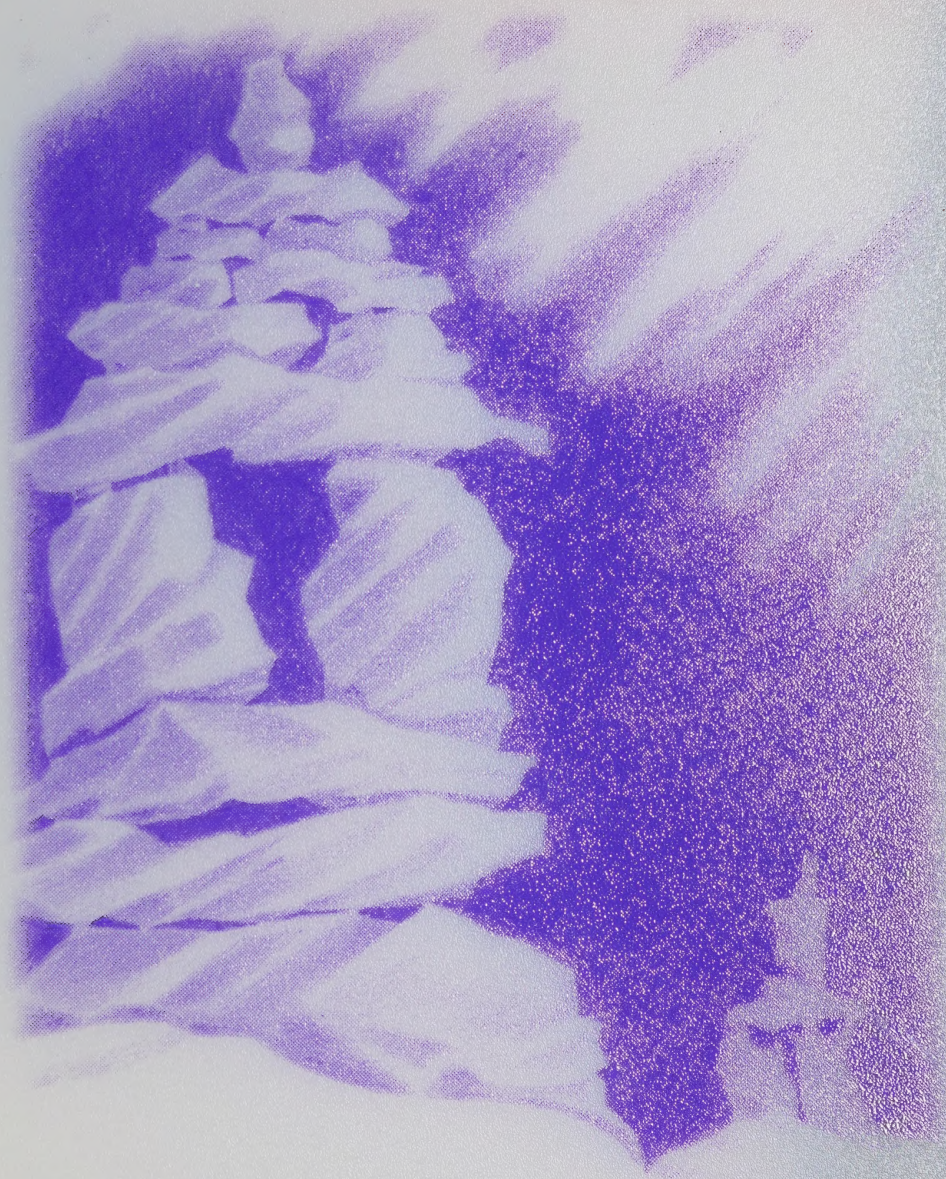


Gouvernement
Public

choosing

our

masco†



AN ELECTION SIMULATION KIT

JOINTLY PRODUCED BY ELECTIONS CANADA AND ELECTIONS NWT

choosing
our

Governments
Publications

mascot



AN ELECTION SIMULATION KIT

JOINTLY PRODUCED BY ELECTIONS CANADA AND ELECTIONS NWT

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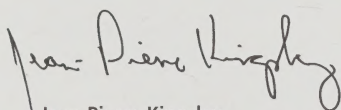
Canada is a democratic country. The main duty of a citizen in a democracy is to share the responsibility of governing one's country through the simple, yet fundamental, act of voting.

To remain faithful to its democratic tradition, Canada must prepare new generations to grow into responsible citizens. This is one of the many objectives of the election simulation kit *Choosing Our Mascot*.

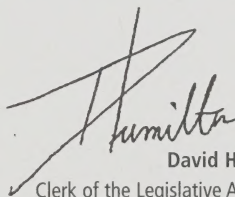
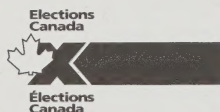
Sponsored jointly by Elections Canada and Elections NWT, *Choosing Our Mascot* is meant to be used by educators as a tool to introduce children under 10 years of age to the Canadian electoral process and the concept of voting. It provides children with hands-on experience that teaches them what an election is, and how to vote, among other things. Perhaps the most essential message to children is that voting is important and, indeed, easy and simple.

Four animals from the Canadian North have been chosen as the candidates for this election. The purpose was to introduce children from all over Canada to the reality of the North, a region of our country generally unknown.

We are proud to make this educational tool *Choosing Our Mascot* available to you, and hope that its use will sensitize young generations to the importance of respecting the individual's right to exercise freedom of choice, and of willingly abiding by majority decisions.




Jean-Pierre Kingsley
Chief Electoral Officer of
Canada



David Hamilton
Clerk of the Legislative Assembly,
Northwest Territories





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University of Toronto

<https://archive.org/details/31761115544058>

table of contents

PREFACE

- letter from the honorary returning officer 3
- about the artist 5
- Inuktitut alphabet 6

INTRODUCTION

- choosing our mascot 9
- glossary 11

PREPARATION

- getting ready 15
- setting up the polling station 17
- list of electors 19
- sample of ballot papers 21
- folding the ballot paper 23

SIMULATION – STEP-BY-STEP

- basic principles 27
- voting 29
- sealing the ballot box 30
- counting the votes 31
- samples of marked ballot papers 33
- tally sheet 35
- victory celebration 37
- certificate 37
- return to the writ 41

EVALUATION 45

CAMPAIGNING

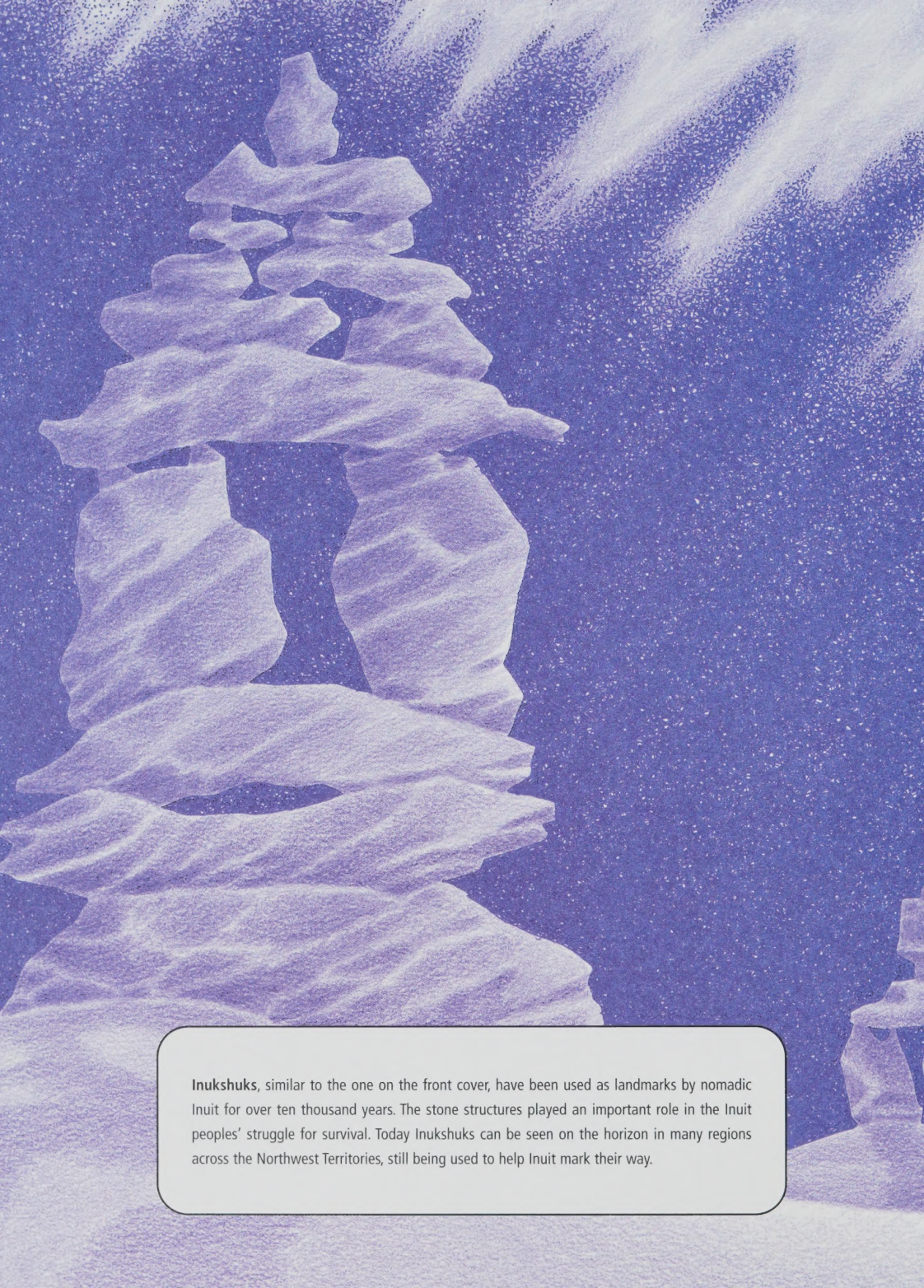
- Charlie the Raven 53
- Desneiges the Polar Bear 57
- Max the Walrus 61
- Neevee the Caribou 65

ACTIVITY BOOKLET

- colouring sheets 69
- find the words 77
- mazes 83
- scrambled letters 89
- crossword 91
- connect the dots 93
- draw Neevee's antlers 95
- answer sheet 97



preface



Inukshuks, similar to the one on the front cover, have been used as landmarks by nomadic Inuit for over ten thousand years. The stone structures played an important role in the Inuit peoples' struggle for survival. Today Inukshuks can be seen on the horizon in many regions across the Northwest Territories, still being used to help Inuit mark their way.

*Susan
Aglukark*

Dear participants,

I am pleased to serve as "Honourary Returning Officer" for the election of your class mascot. This activity will be challenging and help you to learn more about the special right that is at the root of our democracy – the right to vote.

I have had the pleasure of observing the four candidates in their natural habitat. Charlie the Raven, Desneiges the Polar Bear, Max the Walrus and Neevee the Caribou all impressed me by their leadership and charisma, two qualities necessary to a good mascot. The choice – your choice – will indeed be a difficult one.

I hope you will enjoy the experience of an election and that you will understand how important voting is. And whatever the results of the election might be, remember that it is a democratic decision – the decision of the majority of your classmates – and that you must all respect it.

Good luck to each of the candidates and best wishes to all of you.

Susan Aglukark



Susan Aglukark is an artist who bridges two worlds. While her music embraces the traditions and values of her Inuit forefathers, she also faces the tough realities of life in today's far North. Her songs intertwine ancient Inuk chants with contemporary pop melodies, sung in English and her native Inuktitut.

Born in Churchill, Manitoba, the daughter of a Pentecostal minister, Susan is one of eight children. Her family moved around the Northwest Territories for the first 12 years of her life, eventually settling in Arviat, a small community of 1,300 people on the northwest shore of Hudson Bay. After graduating from high school, Susan worked as a linguist in Ottawa for the Department of Indian and Northern Affairs and then as executive assistant for the Inuit Tapirisat (Brotherhood) of Canada.

Susan Aglukark's first live public performance at a festival in her home town of Arviat, N.W.T., attracted immediate attention and her music career soared quickly. Her first video, *Searching*, garnered a MuchMusic award for outstanding cinematography, and numerous other honours have followed as her music continues to reap critical acclaim and commercial success. In 1993, *Maclean's* named Susan one of "Canada's 100 Leaders to Watch For", while *Up Here* magazine named her "Northerner of the Year". She has sung for the Queen and for Prime Ministers Mulroney and Chrétien, and received the first ever Aboriginal Achievement Award in Arts and Entertainment in 1994. Also in 1994, the Canadian Country Music Association awarded Susan the Vista Rising Star Award.

Germaine Arnaktauyok



Germaine was born in Igloolik, Northwest Territories. Her participation in the art world has given her reason to travel extensively and far from the community of her birth.

She took Fine Arts at the University of Manitoba. A perfectionist in her art, Germaine constantly strives to learn new techniques, including the art of intaglio etching with a master printer in Montreal. This allows her to etch her finely detailed work (she usually works in pen, ink and pencil) directly into a metal plate and thus create multiple original prints in limited edition.

Germaine has worked as an artist in Iqaluit and Yellowknife as well as in major cities in British Columbia, Alberta, Ontario and Quebec. She has illustrated over thirty children's books and has just completed work on a book by C.W. Nicol called *The Raven's Tale*, simultaneously released in Canada and Japan. Her travels have taken her to Israel to do a poster for El Al Airlines, to Greenland and Sweden on an art exchange, and to Washington, D.C., as part of a delegation of Canadian artists. She also designed and executed a beautiful mural in the Inuit Art section of the Prince of Wales Northern Heritage Centre in Yellowknife. Germaine has had a successful show in Montreal and, while there, worked for the National Film Board designing a stage and puppets for the Inuk legend *The Owl and the Lemming* with Co Hoedeman.

More recently, five of Germaine's works have just been acquired for the "Art from the Arctic" international exhibition slated to tour five countries.

INUKTITUT SYLLABARIUM CHART

△ (i)	▷ (u)	◁ (a)
∧ (pi)	> (pu)	< (pa)
∩ (ti)	∪ (tu)	∩ (ta)
ρ (ki)	ᑉ (ku)	ᑈ (ka)
ᑦ (gi)	ᑦ (gu)	ᑭ (ga)
ᑭ (mi)	ᑭ (mu)	ᑭ (ma)
σ (ni)	ᑭ (nu)	ᑭ (na)
ᑭ (si)	ᑭ (su)	ᑭ (sa)
ᑭ (li)	ᑭ (lu)	ᑭ (la)
ᑭ (ji)	ᑭ (ju)	ᑭ (ja)
ᑭ (vi)	ᑭ (vu)	ᑭ (va)
ᑭ (ri)	ᑭ (ru)	ᑭ (ra)
ᑭᑭ (qi)	ᑭᑭ (qu)	ᑭᑭ (qa)
ᑭᑭ (ngi)	ᑭᑭ (ngu)	ᑭᑭ (nga)
ᑭ (&i)	ᑭ (&u)	ᑭ (&a)



introduction

GLOSSARY

Chief Electoral Officer: (CEO)	The non-partisan* officer of Parliament who directs and supervises elections and referendums.
Deputy returning officer: (DRO)	An official who is in charge of the poll on election day. The DRO initials the ballots and distributes them to electors. The DRO is the only person allowed to touch the ballots. He/she is the one who counts the ballots and reports the results to the returning officer.
List of electors:	A list of persons eligible to vote, also known as voters list.
Poll clerk:	An official who assists the deputy returning officer at the polling station. This official refers to the list of electors and checks off electors as they arrive at the polling station to vote. The poll clerk also helps the DRO to count the ballots.
Polling station:	The place where you go to vote – it may be located in a school, church, community centre, etc.
Rejected ballot:	A ballot found in the ballot box that cannot be counted because it is marked incorrectly – that is, there is more than one mark on the ballot or the mark may identify the voter.
Returning officer: (RO)	An official who is responsible for the overall conduct of an election in an electoral district. The RO reports the election results to the Chief Electoral Officer by signing and returning the writ . While all other electoral officers can vote, the RO may vote only in order to break a tie.
Spoiled ballot:	A ballot marked incorrectly, but which the voter returned to the DRO to get another one. The DRO marks “spoiled” on it, puts it aside and gives a new ballot to the voter.
Tally sheet:	The sheet used by the poll clerk to count the votes each candidate obtained at an election.
Writ of election:	An official document sent to each returning officer by the Chief Electoral Officer, requiring that an election be held. The writ must be returned after the election to the Chief Electoral Officer to announce the results. A candidate cannot be sworn in and sit in Parliament until this document is returned to the CEO and report tabled.

* non-partisan means does not support or favour a party; does not take sides.



preparation



GETTING READY

MATERIALS REQUIRED

All the material required for the simulation is provided by Elections Canada, with the exception of a tape recorder, as follows:

- instruction manual
- ballot box and seals
- voting screen
- polling station pennant
- template
- rulers and pencils
- posters
- audio-cassette

THINGS TO DO

Make a **list of electors**. It may simply be the class or group list.

Photocopy and cut the number of **ballot papers** required for your group. You should prepare an extra 10% in case there are **spoiled ballots**. Photocopy an equal number of activity booklets.

Note: You may tell the group that, in a real election, the names of the candidates are printed on the ballot paper in alphabetical order, by family names, so no candidate is privileged over another. There are no photographs of the candidates.

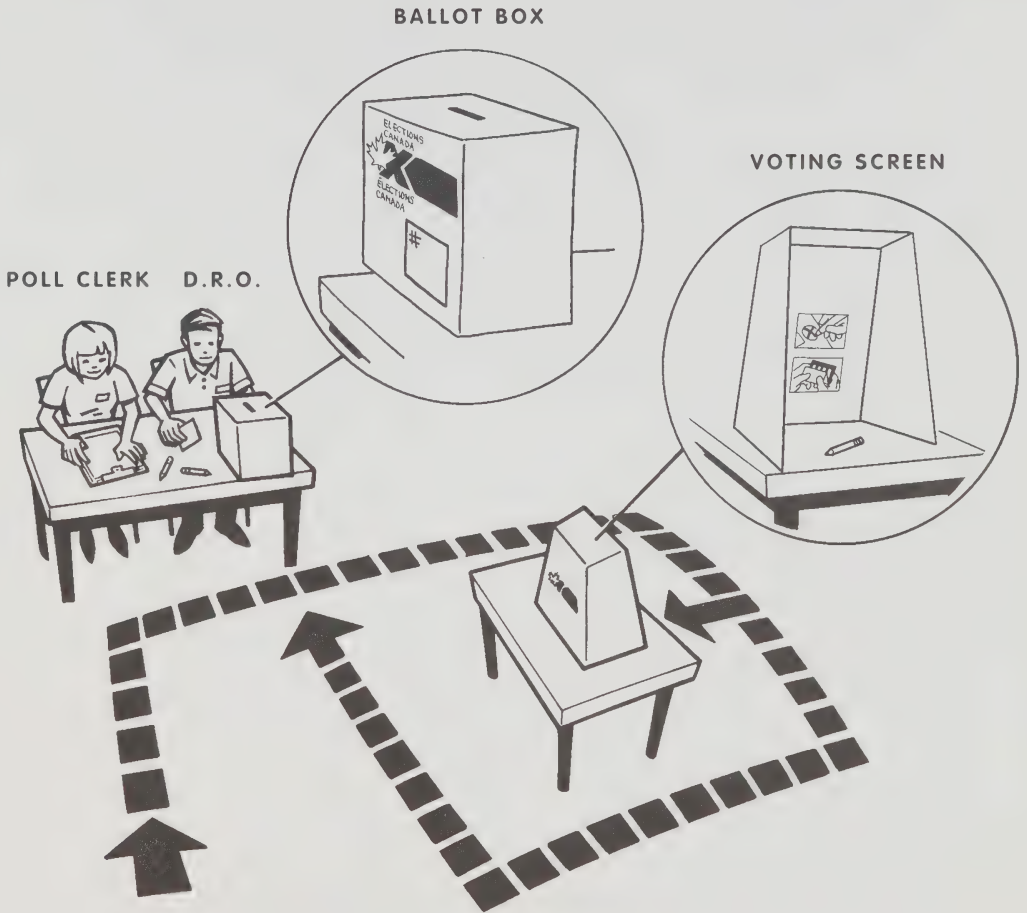
Create two distinct areas in the room. The electoral campaign will take place in the first area, while the election itself will be conducted in the second. Ensure that no partisan material enters the voting area.

Put up the candidates' posters in the campaign area. Ensure equal visibility for each candidate.

Set up the **polling station** in the voting area according to the diagram provided. This includes making up the ballot box without sealing it and leaving the top open until it has been shown as empty. Leave a pencil behind the voting screen.

The group leader/teacher playing the role of **returning officer** should abstain from voting and explain the non-partisan aspect of that role.

SETTING UP THE POLLING STATION



LIST OF ELECTORS

NAME OF PARTICIPANTS – list the names of all the children participating in the simulation to ensure all are eligible to vote. Children playing the roles of candidates, the DRO and Poll Clerk have the right to vote.

PRELIMINARY LIST OF ELECTORS



ELECTORAL DISTRICT – NAME OF SCHOOL OR ORGANIZATION

MUNICIPALITY

☐

URBAN

☐

RURAL

POLLING DIVISION NO. – GRADE/CO. #

This list of electors was prepared for use at the election simulation of *Choosing Our Mascot*.

CERTIFIED AS TO COMPLETENESS AND CORRECTNESS

DATE

SIGNATURE(S) OF TEACHER(S)/GROUP LEADER(S)

SAMPLE OF BALLOT PAPERS

Photocopy & cut out as needed



Charlie

ᑭᑦᑕ



Desneiges

ᑎᑭᑦ



Max

ᑭᑦᑕ



Neevee

ᑎᑭᑦ



Charlie

ᑭᑦᑕ



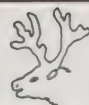
Desneiges

ᑎᑭᑦ



Max

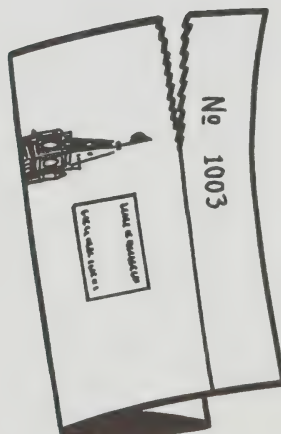
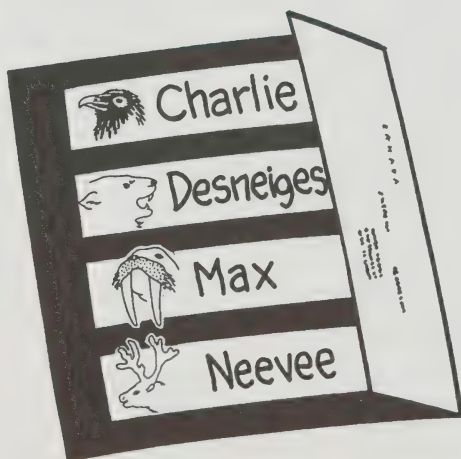
ᑭᑦᑕ



Neevee

ᑎᑭᑦ

FOLDING THE BALLOT PAPER





simon
stark

simulation

step-by-step



BASIC PRINCIPLES

EDUCATIONAL APPROACH

Explain to the group that they will conduct an ELECTION to choose a mascot. They will have the opportunity to VOTE IN SECRET for the candidate of their choice, either Charlie the Raven, Desneiges the Polar Bear, Max the Walrus and Neevee the Caribou.

Guide the children in discovering the basic principles of a real election:

A. What is an election?

It is an exercise which allows a group to choose a person as its representative.

Examples: election of a Member of Parliament to represent a group of Canadians;
election of a class president to represent students.

B. What does voting mean?

Voting means choosing.

Note: You may mention that there would be no election if there were only one candidate.

C. Who has the right to vote in a federal election?

People who are:

- i) 18 years of age or older and
- ii) Canadian citizens.

😊 Moreover, those persons' names have to be on the list of electors in order to exercise their right to vote.

D. What is a candidate?

A person running for office, like a person who wants to be elected as a Member of Parliament.

E. Why do I vote in secret?

Because my vote is my personal choice.

I have the right to make this choice:

- i) by myself;
- ii) without the assistance of others; and
- iii) without having to tell my friends.

Note: You may explain that it is to avoid hurting our friends' feelings that we do not tell for whom we voted or so that no one can influence our vote.

F. How is my vote kept secret?

- i) By using little pieces of paper, called ballot papers, that are identical.
- ii) The mark the voters make in the circle is the same for everybody: an "X".



A check mark is also accepted.

- iii) The voting screen (a hiding place) allows me to vote in private.
 - iv) The ballot papers are all dropped into the same sealed ballot box and mixed together.
- No ballot can be set apart, so nobody can tell who voted for whom.



A person with a visual disability can vote in secret by using a template (see the sample included in this kit). The ballot paper is folded first, opened and placed inside the template in such a way that the first circle on the ballot is aligned with the first hole on the template. The elector is then informed of the order in which the candidates' names appear.

CAMPAIGNING

While the election campaign is meant to introduce the four candidates to the children, it must help build their enthusiasm, arouse their curiosity and, above all, be fun. This kit contains a poster for each candidate and a copy of each candidate's campaign speech. Four children may wave the posters while you or four participants read the speeches. Have the group listen to and participate in the short animated campaign songs of the candidates. The words of these songs and accompanying gestures are also included. To be effective, this role-playing activity must involve all the children.

When the four speeches and songs are over, explain that the campaign is now over and that the group must now remain quiet until the end of voting. Children may work on their activity booklets while waiting to vote or after they vote.

VOTING

For reasons of simplicity, this section has been divided into three subsections according to the level of difficulty:

- Section **(A)** the basic simulation;
- 😊 Section **(B)** the intermediate simulation; and
- 😊😊 Section **(C)** the advanced simulation.

It is recommended that you read all three subsections dealing with the simulation in order to better adapt it to your group.

(A) BASIC SIMULATION

- A. Ask a child to show the group that the ballot box is empty. The ballot box must then be closed and sealed. We recommend that six children be asked to stick on the six seals.
- B. Designate someone to be responsible for the polling station. This child will fold the ballot papers in two and distribute them one at a time.
- C. Explain the voting procedures to the group.
 - i) Children will come forward one at a time to the polling station and receive a folded ballot paper.
 - ii) They will go behind the voting screen, unfold the ballot paper and mark it properly.
 - iii) They will refold the ballot paper in two, go directly to the ballot box and drop it in.

😊 **(B) INTERMEDIATE SIMULATION**

- A. Ask someone in the group to show that the ballot box is empty. Another child may be asked to close the ballot box and seal it.
- B. Designate two "election officers" for the polling station.
- C. Explain the voting procedures to the group.
 - i) Children will come forward one at a time and say their name out loud, and one of the officers will cross that name off the list of electors.
 - ii) The other officer will then give them a ballot paper folded in three as illustrated in the "Preparation" section.
 - iii) Children will go directly behind the voting screen and mark the ballot properly.
 - iv) They will then refold the ballot paper in the same manner, go directly to the ballot box and drop it in.

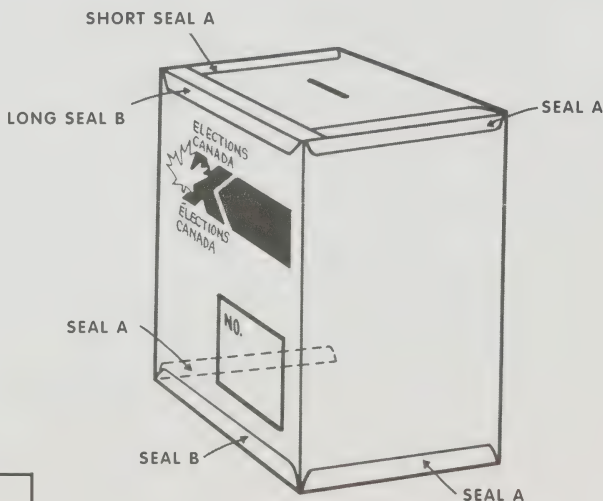
😊😊😊 (C) ADVANCED SIMULATION

- A. Designate two children to play the roles of **Poll Clerk** and **Deputy Returning Officer (DRO)** and give them the name tags supplied in the kit. Explain each role to the group.
- B. Ask the DRO to show the group that the ballot box is actually empty. The DRO must then close the box and seal it.
- C. Explain the voting procedures to the group.
 - i) Children will come forward and say their name out loud, and the Poll Clerk will cross it off the list of electors.
 - ii) The DRO will then give them a ballot paper folded in three (see the example in the Preparation section).
 - iii) Children will go directly behind the voting screen and mark the ballot properly.
 - iv) They will then re-fold the ballot paper in the same manner, bring it to the DRO who will remove the counterfoil (black tag) and hand it back to the voter without opening it. The voter will then drop it in the ballot box.

You may wish to explain that the counterfoil has a control number on the back to ensure that the ballot paper the DRO gives the voter is the same ballot paper being returned and that they are removed to preserve the secrecy of the vote.

During the simulation, you could ask a child to play the role of a person with a visual disability so the group can better understand how persons with disabilities can exercise their right to vote by themselves and in secret too. This person can also be helped by a friend, family member or the DRO.

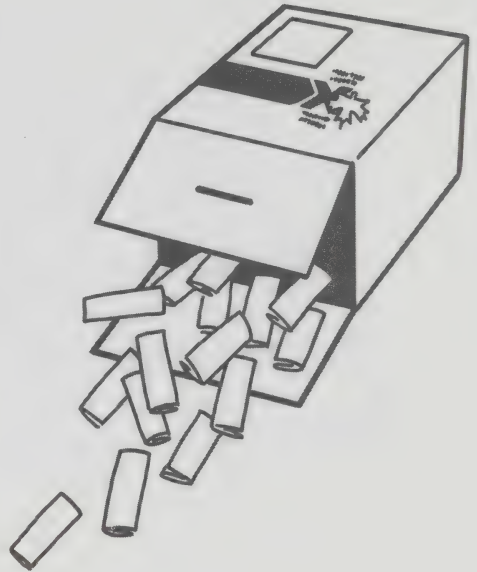
PLACEMENT OF SEALS ON BALLOT BOX



COUNTING THE VOTES

Once every elector has voted, the votes are counted using the following procedure.

- A. One person is called forward to open the sealed ballot box and empty its contents on the table.
 - ☺☺ If someone is playing the role of DRO, it is the DRO who opens the ballot box and empties it.
 - B. Send four children to the blackboard to keep score, one for each candidate. In the absence of a blackboard, use a piece of cardboard or anything large enough so that everybody can see what is on it.
 - ☺☺ If someone plays the role of Poll Clerk, the Poll Clerk will, instead, use the tally sheet provided to add up the votes.
 - C. One person is requested to unfold the marked ballots, show each one to the group, and call out the name of the candidate for whom it is marked. A ballot paper is rejected if it is marked improperly (see Samples of marked ballots and consult the Glossary for the definition of rejected ballot).
 - ☺☺ If children play the role of DRO and Poll Clerk, then it is the DRO who unfolds the ballots, shows each one to the group and to the Poll Clerk. The Poll Clerk checks the square on the tally sheet under the corresponding candidate. The DRO must make a separate pile of ballot papers for each candidate. At the end of the counting, the DRO must verify if the number of votes written on the tally sheet by the Poll Clerk corresponds to the actual number of ballot papers.
 - D. The DRO and the Poll Clerk must fill in the Results Form. If you have followed the basic simulation, fill it in yourself and explain to the group what you are doing.
 - E. The teacher/leader of the group acts as the Returning Officer (RO). As the RO, announce the name of the elected mascot and fill in the provided certificate. This certificate may be posted in the room.
- Important:** Avoid the use of such terms as winner and losers.
- ☺ You may explain the role of the RO to the group and the importance of returning the writ, i.e., the Results Form to the Chief Electoral Officer.



SAMPLES OF MARKED BALLOT PAPERS

1. WHICH SHOULD BE ACCEPTED AND COUNTED



2. WHICH SHOULD BE REJECTED



TALLY SHEET

candidate CHARLIE						candidate DESNEIGES						candidate MAX						candidate NEEVÉE					
5						5						5						5					
10						10						10						10					
15						15						15						15					
20						20						20						20					
25						25						25						25					
30						30						30						30					
35						35						35						35					
40						40						40						40					
45						45						45						45					
50						50						50						50					
55						55						55						55					
60						60						60						60					
65						65						65						65					
70						70						70						70					
75						75						75						75					
80						80						80						80					
85						85						85						85					
90						90						90						90					

Spoiled BALLOTS						Rejected BALLOTS					
5						5					
10						10					
15						15					
20						20					
25						25					
30						30					
35						35					
40						40					
45						45					
50						50					

VICTORY CELEBRATION

Allow the group a few minutes to celebrate and to wind down. Use this time to obtain their spontaneous reactions and to help them understand that even though only one candidate was elected, all four candidates are happy because they participated.

It may be a good idea to serve refreshments and have balloons or anything that makes this period feel like a celebration. The objective is to make children understand that voting is secret, simple, easy and important, and that winning is not all that matters. Exercising our democratic right to vote is.

CERTIFICATE

On the certificate provided, write the name of the elected mascot (Charlie the Raven, Desneiges the Polar Bear, Max the Walrus or Neevee the Caribou). On the second line, write the name of the teacher/leader as well as the level of the group. For example: Mr. Joe's grade 3 class. The person who played the role of returning officer should sign and date the certificate.

This certificate may be posted in the classroom or the room in which the group usually gathers to remind children of their first voting experience.

Certificate

Be It Known By All That

.....
*Has Been Elected
As The Mascot Of*
.....

Signed
RETURNING OFFICER

Date



RETURN TO THE WRIT*

RESULTS FORM

Name of teacher/leader: _____

Name of school/organization: _____

Address: _____

Number of electors on the list: _____

Total number of votes cast: _____

Number of votes cast for Charlie the Raven: _____

Number of votes cast for Desneiges the Polar Bear: _____

Number of votes cast for Max the Walrus: _____

Number of votes cast for Neevee the Caribou: _____

Number of rejected ballots: _____

Number of spoiled ballots: _____

Signed _____

Deputy Returning Officer

Signed _____

Poll Clerk

Date _____

* see definition of writ in the glossary



Dr. [Name]

evaluation



evaluation

*We would appreciate your help in improving this election simulation kit.
Please answer the following questions and return the form to the appropriate address.
If you wish to contribute to the activity booklet, please send your material for publication in
future editions. Thank you.*

**If you are located in :
the Northwest Territories, anywhere else in Canada,
write to:**

Public Affairs Officer
NWT Legislative Assembly
Box 1320
Yellowknife, NT
X1A 2L9
1 800 661-0784

Community Relations Officer
Elections Canada
257 Slater Street
Ottawa, ON
K1A 0M6
1 800 267-7360

1. Did you conduct this election simulation as (circle the answer that best corresponds to your situation):
 - a) a classroom teacher;
 - b) a home school teacher;
 - c) the leader of a youth group (brownies, cubs, little eagles...); or
 - d) the educator in charge of a special needs group?
 - e) other _____
2. On average, how old were the participants in the group? _____
3. In general, did you use:
 - a) the basic simulation;
 - b) the intermediate simulation (the sections preceded by one smiling face); or
 - c) the advanced simulation (the sections preceded by two smiling faces)?
4. Did you find that the simulation was easy to adapt to the needs and maturity of your group?

Yes () No ()

Please explain: _____

5. Did you find that the members of your group enjoyed the activity?

Yes () No ()

What elements did they enjoy the most? _____

6. Is there anything the group obviously did not enjoy in the election simulation?

7. Do you think the simulation helped the members of your group to understand the following concepts?

- | | | |
|----------------------------------------------|---------|--------|
| a) the concept of voting | Yes () | No () |
| b) freedom of choice | Yes () | No () |
| c) voting is secret | Yes () | No () |
| d) willingness to abide by majority decision | Yes () | No () |

8. Do you think that the following Northern Canadian characteristics of the kit add educational value?

- | | | |
|---------------------------------------|---------|--------|
| a) candidates (four northern animals) | Yes () | No () |
| b) Inuit Art | Yes () | No () |
| c) Inuit Music | Yes () | No () |
| d) Inuktitut alphabet | Yes () | No () |

9. Using a scale ranging from 1, meaning poor, to 5, meaning excellent, please rate the following material included in the package:

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| a) instructions | 1 | 2 | 3 | 4 | 5 |
| b) ballot | 1 | 2 | 3 | 4 | 5 |
| c) candidates' campaign speeches | 1 | 2 | 3 | 4 | 5 |
| d) candidates' campaign songs | 1 | 2 | 3 | 4 | 5 |
| e) candidates' posters | 1 | 2 | 3 | 4 | 5 |
| f) activity booklet | 1 | 2 | 3 | 4 | 5 |

10. If you have any comments or suggestions pertaining to the kit, please note them here.

Optional

*If you would like additional information,
or if you have questions,
please provide your name and address.*

Please print:

Your name: _____

School or Organization: _____

Grade or Age Group: _____

Address: _____

City: _____

Province: _____ Postal Code: _____

Phone Number: _____ Fax Number: _____

Additional Comments: _____



campaigning





CHARLIE ٥٩٢

– RAVEN –

Large black bird of the crow family, measuring over 60 cm in length. The subject of legends among Aboriginal peoples, the raven figures prominently in their art.

Charlie's speech

Hi there, little buddies!

I'm your friend Charlie, the Raven, and I think I would make a great mascot for your group.

I've got personality plus! I'm very lively, and I never feel downhearted about anything, even when it's minus forty outside and there isn't much around to eat.

I'm a helpful guy too, because I like to clean up things: I try to eat up all the food that has been thrown away by others.

Because I'm a little noisy, some people say I'm full of mischief. But I like to think I'm full of fun. I just love to play the way you do. I often mimic sounds I hear, and sometimes, when I'm flying, I glide and swoop and pretend I'm an eagle or a gull.

Every day just after the sun goes down, I love to gather with my friends and perch on some high place. Then we all chatter about the things we've done during the day.

For a happy and lively class, why not choose me as your mascot? You'll be glad you did.



Charlie's campaign song

(actions)

Charlie the Raven is a mischievous fellow,
Who likes popcorn and hot-dogs and jello.

His idea of a bash

(children hop and

Is to clean up the trash,

makes motion of picking up)

And then he'll eat 'til he's drowsy

And mellow.

Ah, ah, ah, ah, ah, ah.

(children form hands like cawing beaks)

Refrain

Walk like Charlie, talk like Charlie.

(walk like a bird)

Walk like Charlie, talk like Charlie.

Charlie is a daring young flyer

Who circles up higher and higher;

He swoops away, way, way down

(children spread arms

Just to hop around on the ground,

and jump twice)

To take off even higher.

Ah, ah, ah, ah, ah, ah.

(children form hands like cawing beaks)

Refrain

Walk like Charlie, talk like Charlie.

(walk like a bird)

Walk like Charlie, talk like Charlie.





DESNEIGES

№ 4

– POLAR BEAR –

A large carnivorous mammal, the polar bear is the only “marine” bear and prefers sea ice for hunting. The bottoms of its paws are furred for traction and its hind feet have five toes.

Desneiges' speech

Hello, little ones.

You know me, of course. I'm Desneiges, the Polar Bear. Considering my many fine qualities, I think you would be making a good choice if you picked me as your mascot.

I am strong and swift and hardy. I can swim in icy water or burrow in a snowbank and it doesn't bother me a bit. My thick white fur keeps me warm and safe even in the worst blizzards.

I have keen eyesight and good hearing that helps me keep my lovely little cubs perfectly safe until they learn to look after themselves. I patiently teach them how to swim, and how to hunt and fish, so that one day they will be proud hunters just like me. We have lots of fun too. I feel quite happy and playful when my cubs romp and roll about.

Everyone seems to agree that besides being strong and swift, I look very beautiful in my long, white fur coat. I'm known and admired far and wide. Some people even call me "Queen of the North".

If you want a strong and proud class, you should pick me as your mascot – me, Desneiges.



– WALRUS –

The Walrus is a marine mammal with a broad, bristled muzzle. Both males and females have tusks, which are long upper canine teeth. Tusks are used in fighting and in climbing onto the ice.



Max's speech

Good day, boys and girls. My name is **Max** the Walrus, and I'm running to become your group's mascot.

I work hard, and I'm honest and gentle. I'm very sociable and I like to bask in the sun with all my friends among the ice floes. I believe we could be good friends too.

At first sight, I may look clumsy, but you would be proud of me if you saw me moving smoothly and quickly in the water. I'm a pretty strong swimmer! I glide under the water holding my breath, just like you. Every once in a while, I have to come up for air.

After a long, busy morning raking the ocean floor looking for shellfish to eat, I come to the surface to rest. In the summer, I like to rest on the rocks. In the spring, I use my long ivory tusks to pull myself up onto the ice and drift happily and take a nap.

If you would like a sociable and hard-working class, please think about choosing me as your mascot.

Max's campaign song

(actions)

Max the Walrus, Max the Walrus,

We think you're a winner:

Looking on the ocean floor,

For something for your dinner.

Float on the water, lie on a rock,

(bobbing motion)

Walk your rolling walrus walk.

(walk like a walrus)

Your flippers make a flap, flap, flap,

(hands out, then clap)

After you work you nap.

(tilted head rests on hands)

Max the Walrus, Max the Walrus,

When your work is done,

Lie upon a floe of ice,

Basking in the sun.

Float on the water, lie on rock,

(bobbing motion)

Walk your rolling walrus walk.

(walk like a walrus)

Your flippers make a flap, flap, flap,

(hands out, then clap)

After you work you nap.

(tilted head rests on hands)





NEEVEE

• 96

– CARIBOU –

Both males and females have antlers, but the antlers of females are smaller. In winter, large herds migrate south, sometimes travelling more than 5,000 km. They return north in the spring.

Neevee's speech

Hello, little friends! I'm Neevee the Caribou, and I really hope you'll choose me as your mascot, because I think I would do a good job.

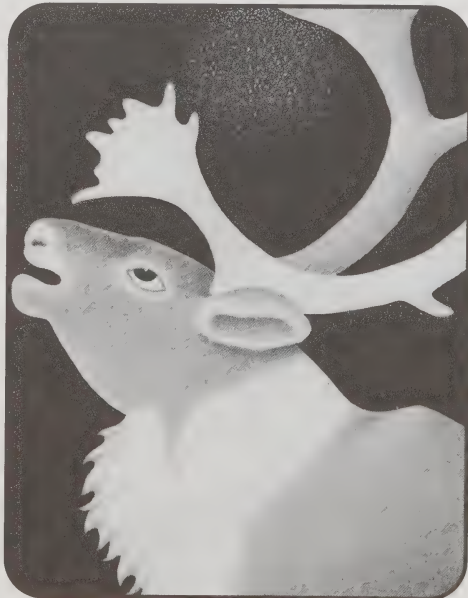
I'm friendly. I enjoy the company of others. In fact, I travel in a great herd of thousands of my friends. We all get along very well together.

I'm considerate of others and I have many qualities that set me apart and make me very special. I have a thick fur coat that allows me to stand on the tundra when a strong, cold wind is blowing and it's -35°C . I have sturdy bones that help me walk hundreds of miles every year when I journey from across the North and back again.

As you can guess, I do love to travel. Perhaps you could take a trip with me some day.

You would see the great plains of the North, and the animals that roam it – the musk-ox, the fox, the hare and the great snowy owl. You could be part of a great adventure, just like me!

For a kind and considerate class, please pick me as your mascot.



Neevee's campaign song

Let's do the Caribou boogie.

(actions)

Neevee walks swiftly

Over rocks and snow,

Swimming streams,

Facing foes.

Eating grass and lichens,

Always, on the go.

Clickety-clack, shake your rack,

(snap fingers, shake head)

Walk to the Arctic,

(two steps forward and two back)

Then come back.

Caribou boogie, Caribou boogie.

Neevee,

Helps people in the North survive:

Gives them warm clothes.

And meat to keep them alive,

Gives them lots of tools.

With their help they thrive.

Clickety-clack, shake your rack,

(snap fingers, shake head)

Walk to the Arctic,

(two steps forward and two back)

Then come back.

Caribou boogie, Caribou boogie.





activity



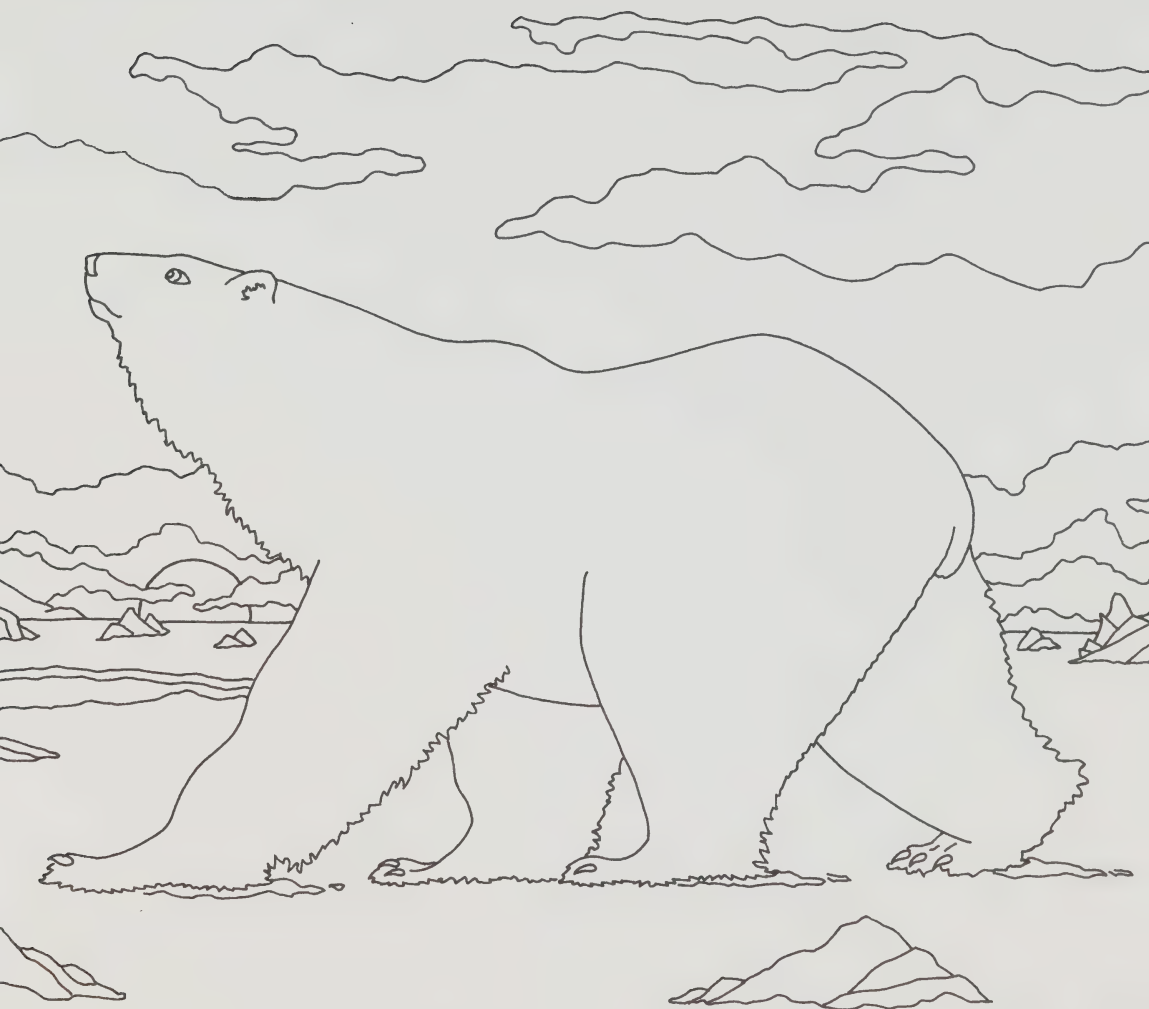
Charlie

ᄇᆞᆫ



Desneiges

ᑎᓄᓐ



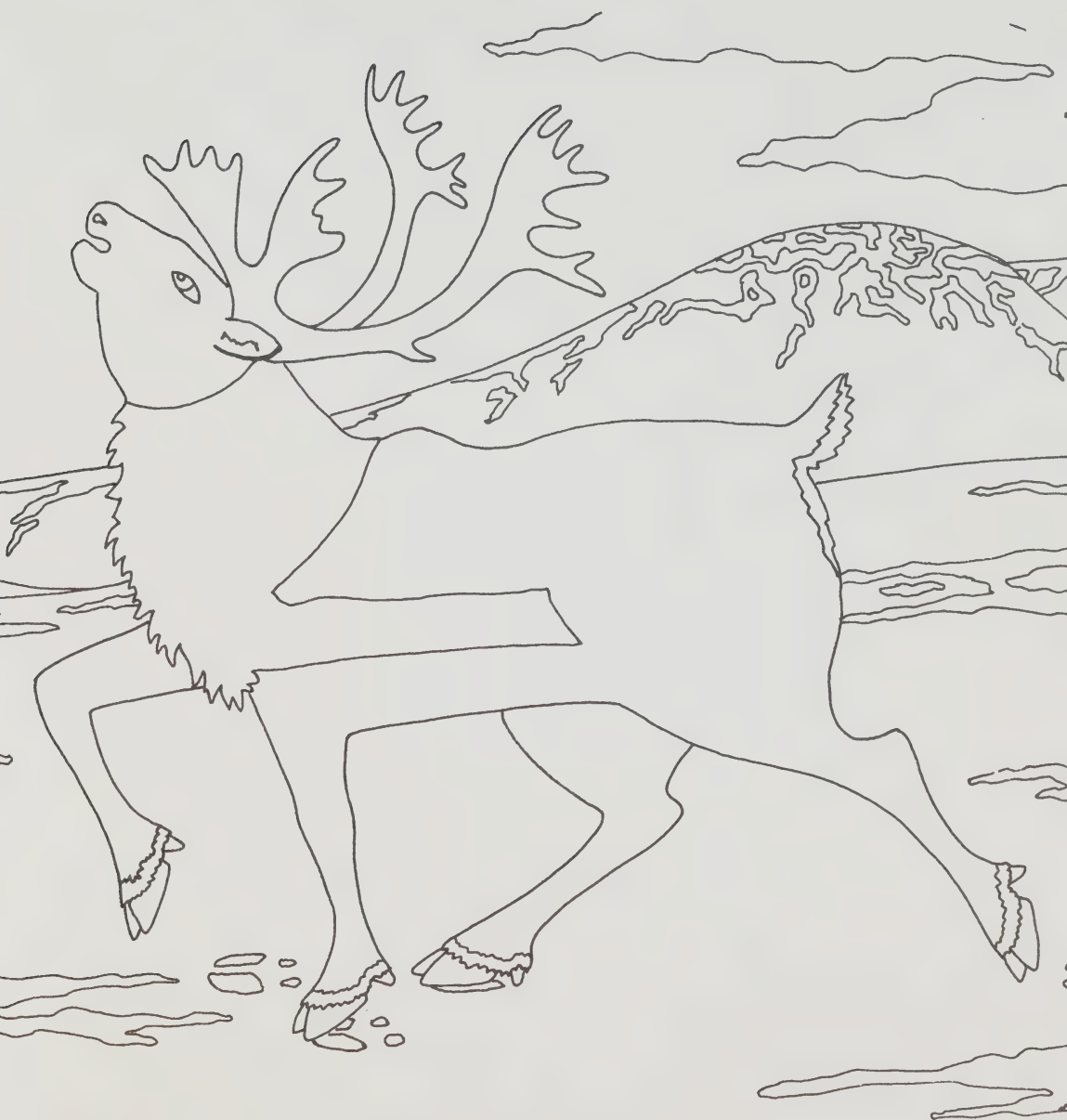
Max

Libby



Neevee

σ Δ



Find the Words

Find the following words in the puzzle below.

1. Ballot
2. Box
3. Day
4. Election
5. Polling
6. Vote
7. Voter

Z	D	B	A	L	L	O	T
V	S	O	H	F	I	N	S
O	I	X	R	V	O	T	E
T	W	I	L	D	N	H	E
E	L	E	C	T	I	O	N
R	E	D	A	G	T	M	D
S	A	Y	T	B	E	E	A
P	O	L	L	I	N	G	Y

Two animals belonging to the same family are hiding in the puzzle.

Can you find them?

Find the Words



What word is used during an election that means "to choose"?

Tip: In the puzzle, cross off all the words from the list below.

The remaining letters on the chart will spell out the 4-letter word we are looking for.

C	A	M	P	A	I	G	N	V
D	E	S	N	E	I	G	E	S
S	N	O	W	S	U	N	E	E
O	T	E	A	S	Y	E	V	C
C	H	A	R	L	I	E	E	R
M	A	X	M	A	R	K	E	E
E	L	E	C	T	I	O	N	T
I	M	P	O	R	T	A	N	T

Campaign

Important

Sea

Charlie

Mark

Secret

Desneiges

Max

Snow

Easy

Me

Sun

Election

Neevee

Warm

Find the Words



What is the system called under which people have the right to vote?

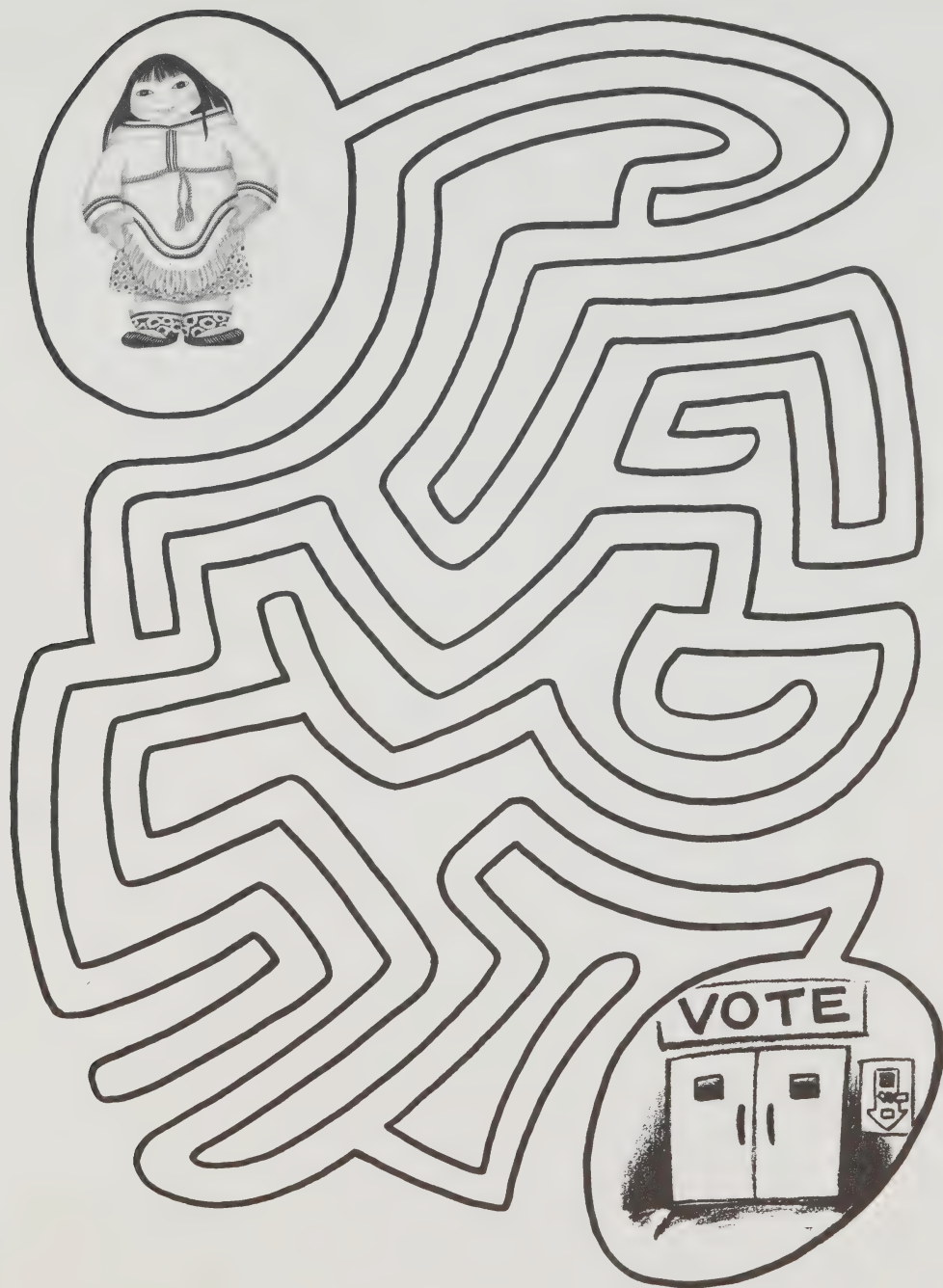
Tip: In the puzzle, cross off all the words from the list below.

The remaining letters will spell out the 9-letter word we are looking for.

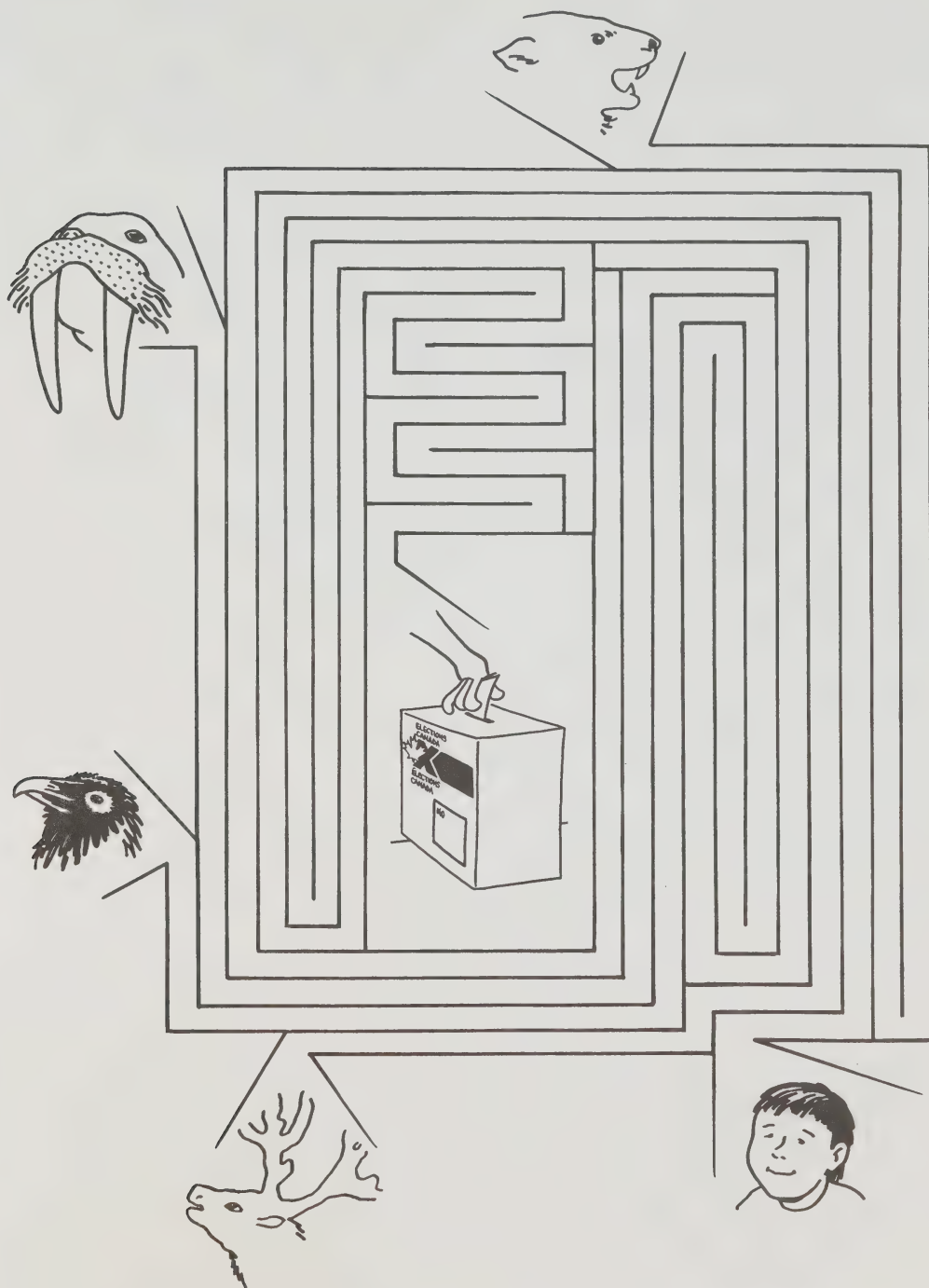
N	G	I	A	P	M	A	C	H	A	R	L	I	E	D
C	A	N	A	D	A	R	F	R	E	E	D	O	M	E
A	S	E	A	S	S	D	D	O	C	L	A	W	A	S
N	E	E	M	A	C	N	T	C	I	C	E	B	R	N
D	M	V	S	N	O	U	R	K	O	A	R	A	K	E
I	A	E	U	D	T	T	A	O	H	E	O	L	F	I
D	X	E	N	R	A	V	E	N	C	O	O	L	E	G
A	N	T	L	E	R	K	S	U	T	E	B	O	X	E
T	R	E	E	T	O	P	S	E	C	R	E	T	C	S
E	L	E	C	T	I	O	N	I	R	A	A	N	A	V
O	C	K	A	E	B	P	O	L	A	R	R	U	T	O
N	A	M	E	M	R	A	W	R	I	A	F	O	U	T
A	K	A	Y	A	K	W	Y	S	P	E	E	C	H	E
C	A	R	I	B	O	U	N	I	W	A	L	R	U	S

Antler	Canoe	Fair	Mascot	Raven	Tundra
Art	Caribou	Floe	Max	Rock	Tusk
Ballot	Charlie	Freedom	Name	Sand	Votes
Beak	Choice	Hut	Neevee	Seas	Walrus
Bear	Claw	Ice	Oar	Secret	Warm
Box	Cool	Kayak	Paw	Snow	Win
Campaign	Count	Leg	Polar	Speech	
Canada	Desneiges	Lie	Rake	Sun	
Candidate	Election	Mark	Rare	Treetop	

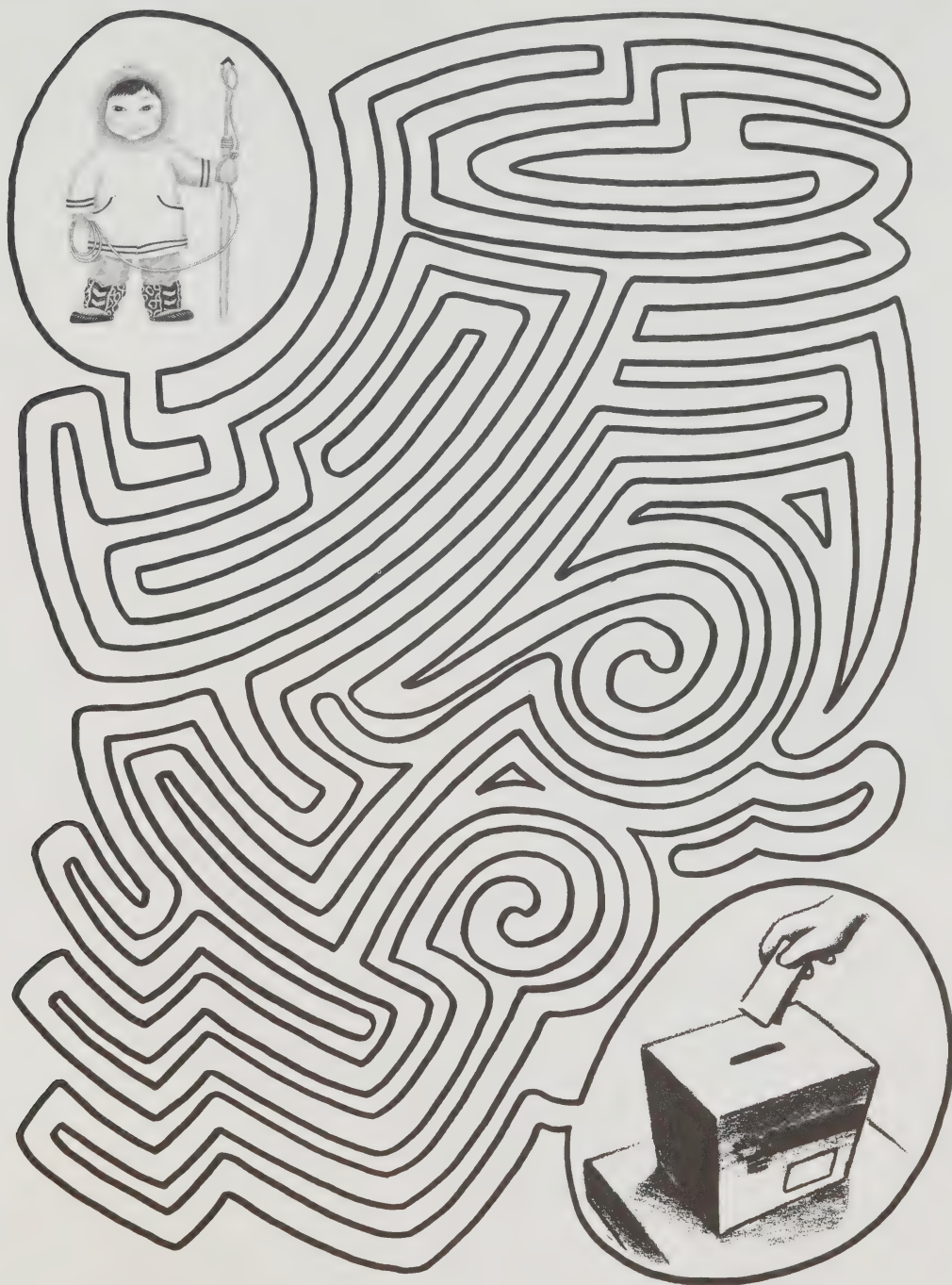
Can you help Connie find her way to the polling station?



Can you tell which path will lead to the ballot box?



Which trail should Lucassie take to deposit his ballot?



Scrambled Letters

What is the raven eating?

Unscramble the letters to get the answer

o n p c o r p



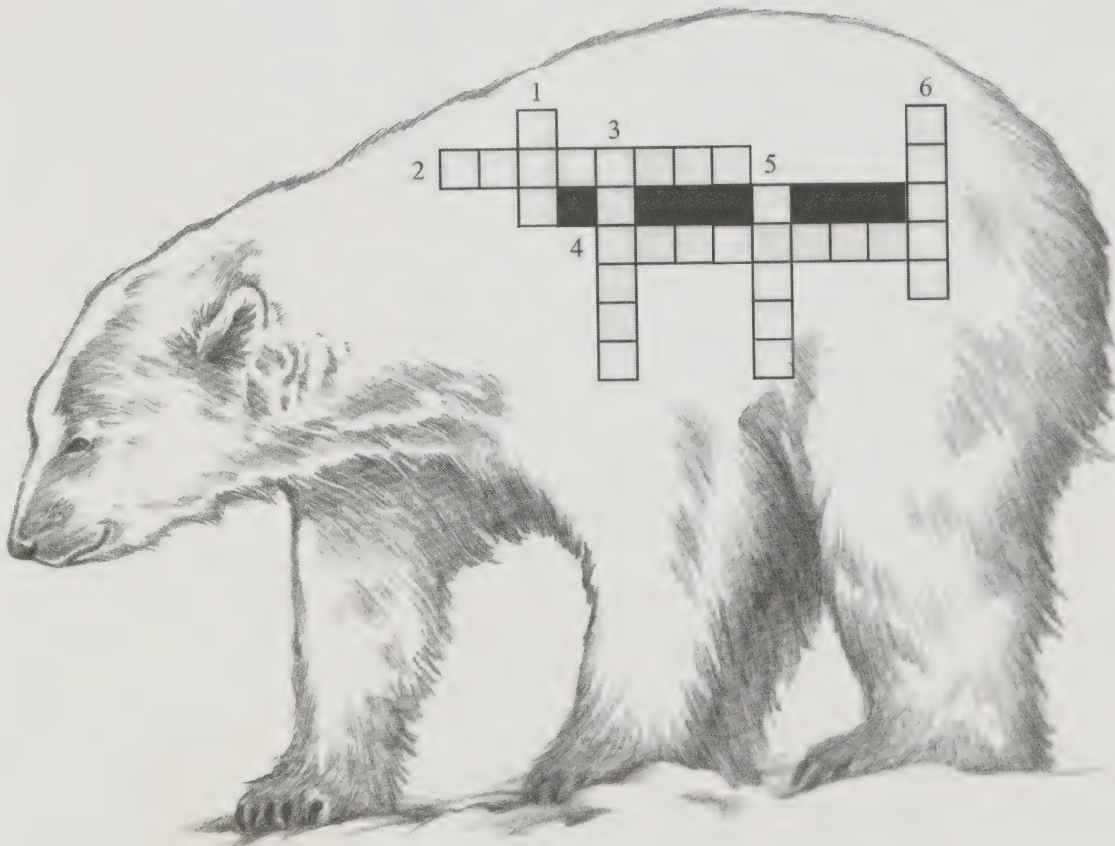
Crossword

Down

1. Where do you put marked ballots?
3. Who you voted for is a ...
5. Voting is a ...
6. Person who votes...

Across

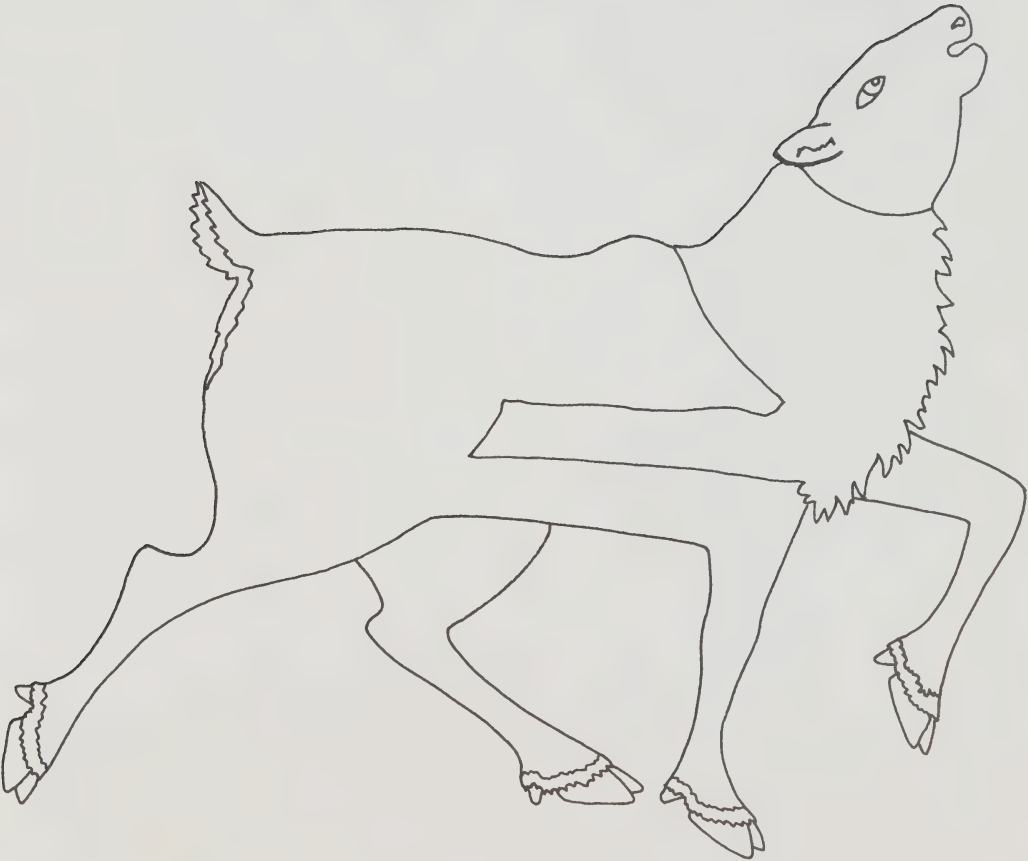
2. Voting means ...
4. Person running in an election



Connect the Dots



NEEVEE has lost her antlers can you draw some for her?



Answer Sheet

Z	D	B	A	L	L	O	T
V	S	O	H	F	I	N	S
O	I	X	R	V	O	T	E
T	W	I	L	D	N	H	E
E	L	E	C	T	I	O	N
R	E	D	A	G	T	M	D
S	A	Y	T	B	E	E	A
P	O	L	L	I	N	G	Y

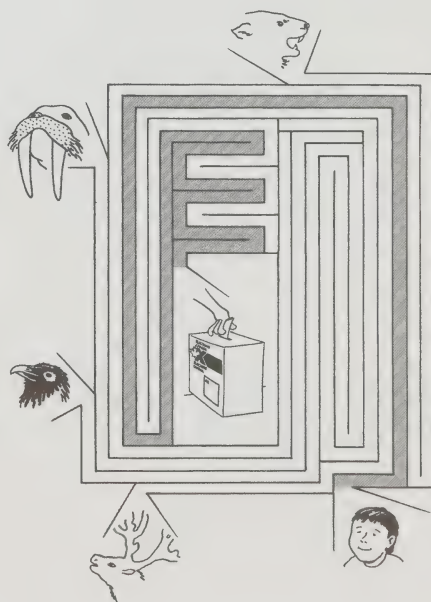
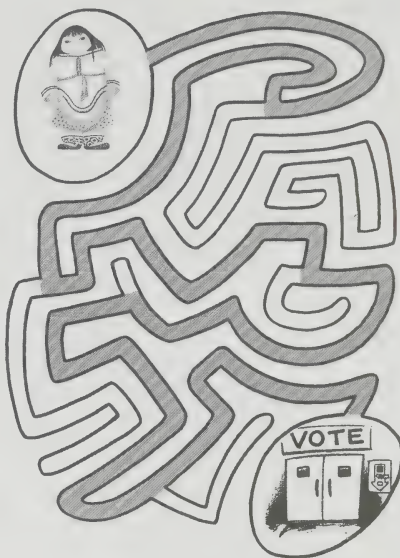
Answer:
lion in the wild
cat in the home

C	A	M	P	A	I	G	N	V
D	E	S	N	E	I	G	E	S
S	N	O	W	S	U	N	E	E
O	T	E	A	S	Y	E	V	C
C	H	A	R	L	I	E	E	R
M	A	X	M	A	R	K	E	E
E	L	E	C	T	I	O	N	T
I	M	P	O	R	T	A	N	T

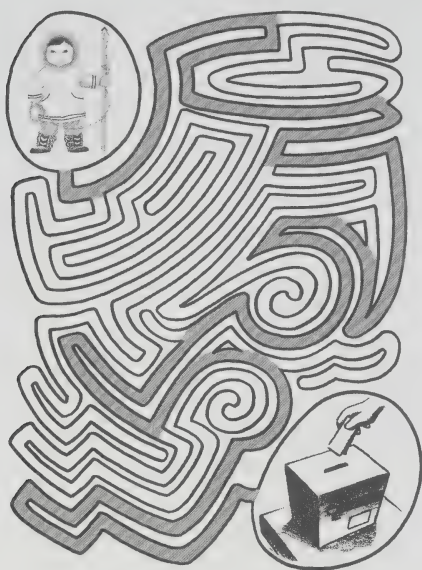
Answer: vote

N	G	I	A	P	M	A	C	H	A	R	L	I	E	D
C	A	N	A	D	A	R	F	R	E	E	D	O	M	E
A	S	E	A	S	S	D	D	O	C	L	A	W	A	S
N	E	E	M	A	C	N	T	C	I	C	E	B	R	N
D	M	V	S	N	O	U	R	K	O	A	R	A	K	E
I	A	E	U	D	T	T	A	O	H	E	O	L	F	I
D	X	E	N	R	A	V	E	N	C	O	O	L	E	G
A	N	T	L	E	R	K	S	U	T	E	B	O	X	E
T	R	E	E	T	O	P	S	E	C	R	E	T	C	S
E	L	E	C	T	I	O	N	I	R	A	A	N	A	V
O	C	K	A	E	B	P	O	L	A	R	R	U	T	O
N	A	M	E	M	R	A	W	R	I	A	F	O	U	T
A	K	A	Y	A	K	W	Y	S	P	E	E	C	H	E
C	A	R	I	B	O	U	N	I	W	A	L	R	U	S

Answer: democracy



Answer Sheet



Answer: **popcorn**

Down

1. Where do you put marked ballots?
3. Who you voted for is a ...
5. Voting is a ...
6. Person who votes...

Across

2. Voting means ...
4. Person running in an election

